U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Paul Casarico

Official School Name: New Providence High School

School Mailing Address: 35 Pioneer Drive
New Providence, NJ 07974-1575

County: Union State School Code Number: 050

Telephone: (908) 464-4700 E-mail: pcasarico@npsd.us

Fax: (908) 464-8556 Web URL: http://www.npsd.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David Miceli Superintendent e-mail: dmiceli@npsd.us

District Name: New Providence School District District Phone: (908) 464-9050

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Robert Lucid

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   4 Total schools in district
2. District per-pupil expenditure: 12166

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	85	75	160
3	0	0	0		10	74	73	147
4	0	0	0		11	76	71	147
5	0	0	0		12	86	84	170
							Total in Applying School:	624

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
8 %	Asian
1 %	Black or African American
7 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
82 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2009	624
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 6

Specify languages:

Spanish, Chinese Mandarin, Polish, Ukranian, Russian and Portuguese

9. Percent of students eligible for free/reduced-priced meals: 3%

   Total number of students who qualify: 17

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

    Total number of students served: 79

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	1	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	44	Specific Learning Disability
6	Emotional Disturbance	2	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
11	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	36	2
Special resource teachers/specialists	18	7
Paraprofessionals	3	0
Support staff	15	0
Total number	75	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	96%	95%	96%
Daily teacher attendance	97%	97%	97%	97%	96%
Teacher turnover rate	8%	7%	2%	9%	5%
High school graduation rate	100%	100%	100%	100%	100%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	154
Enrolled in a 4-year college or university	86%
Enrolled in a community college	9%
Enrolled in vocational training	1%
Found employment	3%
Military service	0%
Other	1%
Total	**100**%

PART III - SUMMARY

Recognized for excellence in academics, arts, athletics, and community service, New Providence High School provides students with a wide range of experiences and opportunities designed to promote intellectual, social, and personal growth. Students are challenged and empowered to maximize their potential so that they are able to meet the demands of college, career, and citizenship in the 21st century. Established over fifty years ago, NPHS continues to uphold the values that were articulated in the school's original mission statement of 1958: "Let this school be dedicated to the process of acquiring knowledge, skills, and understanding of our culture, so that all students can achieve a foundation for further intellectual growth and attain civic competence through the active pursuit of citizenship."

New Providence High School is a comprehensive, all inclusive school with the primary focus of fostering an educational environment that is centered on student achievement. A predominantly residential community with close proximity to New York City, New Providence attracts families because of the quality of its schools. Students from NPHS consistently score well on national and state standardized tests. All students take the SAT and our mean SAT scores have repeatedly been above national, state, and DFG averages (averages over the past five years – Verbal 557, Math 594, and Writing 557). Total student proficiency on the Language Arts and Mathematics sections of the New Jersey State Proficiency exam, HSPA, are consistently above 95% (40% Advanced Proficient) and 92% (52% Advanced Proficient) respectively. NPHS meets the needs of its students, evidenced by our 100% graduation rate for the past five years with 95% of graduates continuing their education over that same time span.

This commitment to student achievement and student's successes has been recognized by several prestigious agencies. NPHS was recognized as a Silver Medal School by *US News and World Reports* in the spring of 2010, placing it in top 3% of high schools across the nation. This past summer NPHS was ranked as the 5th best high school in the state of New Jersey by *New Jersey Monthly*, the highest ranking in the school's history. These successes can be attributed to strong community support, a dedicated faculty, and hardworking students.

NPHS is committed to maximizing student opportunities for growth, demonstrated by our international educational partnerships. Instruction is offered in five World Languages and we have established ongoing international partnerships with schools in Japan, Italy, France and Spain. Recently we expanded our relationship with Koshi High School in Japan and to include an unique science joint venture in which students collaborate and present on science topics such as invasive species and climate control. This exciting global learning experience was recently highlighted on the NJ Dept of Education web page as an example of how to help students gain a global perspective.

Paramount to the educational experience at NPHS is providing students with meaningful opportunities outside of the classroom. Offering twenty-three varsity sports and over forty co-curricular activities, students' 92% participation rate in co-curricular activities and athletics testifies to students' connection with their school. On school afternoons and evenings and weekends, students further their interests in places such as the athletic fields, music room, stage, wood shop or art rooms. They publish a newspaper and literary magazine; practice culinary arts and prepare for science competitions.

Over the past year NPHS athletic teams have won five State Championships and ten conference championships. The 149 member marching band, competing in the largest competition division, finished first in the Northeast Region and earned first place in the state for six out of the last eight years. Student's artistic abilities in several different media have been recognized in local, county, and state juried competitions.

NPHS students have also distinguished themselves by using their collective efforts and talents to participate in competitive co-curricular activities. Among their laurels are: first place in the nation for the

Social Studies Olympiad two years running; first in the state in the JETS competition ; first place finish in the Union County Bridge Building Competition; first place recognitions for Design and Graphics in the NJ-Technical Student Association annual competition. This is but a small sampling of how our students excel in the practical applications of their classroom instruction.

By incorporating community service opportunities into the fabric of the educational process, NPHS provides students with experiences that transcend the traditional classroom. Student-sponsored food, clothing, and blood drives, choral performances at local senior citizens centers, volunteer tutoring, and intergenerational senior citizen projects allow students to interact positively and productively with community members. These experiences enable students to give back and show appreciation for all that they have received.

Our school's successes reflect the commitment of our community and its confidence in our student's future. New Providence High School will continue to perform in the forefront of New Jersey schools as it prepares to meet the demands of a changing world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In New Jersey, all 11th grade students are required to take the High School Proficiency Assessment (HSPA). Individual student scores in Language Arts and Mathematics are scored on a scale of 100 to 300. Partially Proficient (indicating that a student did not meet minimum performance level) is below 200. The Proficient range is from 200 – 249, and the range for Advanced Proficient performance is 250 – 300. The New Jersey Department of Education Report Card for all districts can be found at http://education.state.nj.us/rc/rc09/index.html and specific data related to New Providence High School can be found at http://education.state.nj.us/rc/rc09/dataselect.php?c=39;d=3560;s=050;lt=N;st=H&datasection=all.

Over the past five years, students at NPHS have performed exceptionally well on both sections of the HSPA. During this time, the overall average on the Language Arts section has been 241 and 246 on the Mathematics section, scores that are above the state and comparable district factor groupings. The average Advanced Proficiency levels for all students at NPHS from 2006-2010 are 40% in Language Arts and 59% for Mathematics. Furthermore, 99.5% of General Education students have passed the Language Arts section of the HSPA, with 40% of students scoring Advanced Proficient. Scores on the mathematics section for General Education students have been equally impressive with 99.2% passing, and 58.7% achieving Advanced Proficiency. For the past two years, 100% of General Education students have passed both sections of the HSPA. These high marks and the consistency in achieving these results are a testament to the efforts of teachers and students and reflect the district's K-12 initiative in creating a challenging, engaging, and supportive environment in all classrooms.

While our scores have continually been positive, as a school we are repeatedly trying to improve our achievements. To best ensure that students are prepared for the HSPA during their junior year, we monitor students' progress using both internal and external forms of measurement. Each year while the 11th grade students are taking the HSPA, 9th and 10th grade students take a Language Arts and Mathematics pre-HSPA predictive exam. Using the results from these tests as well as longitudinal data from students' performance on 7th and 8th grade state assessment, teachers are able to gain a better understanding of each individual student's strength and weakness. Teachers receive this information at the beginning of the school year to enable them to adjust and differentiate their lessons ensuring that students will master the topics in which they have shown deficiency.

An example of a departmental use of the testing data is from our Language Arts department where a concerted effort was made a few years ago to move more students from the Proficient to the Advanced Proficient level on the HSPA. After teachers and administrators analyzed overall student and subgroup performance, it was determined that Persuasive Writing was an area that needed improvement. Through professional development and department meetings, Language Arts teachers discussed how to best infuse more persuasive writing into their lessons. Teachers analyzed the state scoring rubric and began implementing pre and post persuasive writing assignments for different learning units. In 2008, 31% of students achieved Advanced Proficient in Language Arts. The first year of the initiative saw Advanced Proficient rates increasing to 41% in 2009 and increasing to 46% in 2010. This is indicative of the work the teachers do within their departments as they continually motivate students to improve their performance.

To address Special Education students' testing performance, over the past few years we started changing special education Language Arts classes from pull-out replacement to an in-class replacement model. The use of this model allows for two teachers in a smaller populated class, providing students with a content specialist and a special education specialist in the same room. The use of this model has been a guiding force in our Language Arts passing rates of 78% over the past three years, which is over 20% higher than the state average of 56.3%. Over the past two years we have started providing professional development to help regular and special education teachers create a co-teaching model for almost all of our replacement courses

in all disciplines. This is the first year we have started implementing the in-class replacement model in our mathematics classes, and while our special education math scores are consistently above the state average, we are anticipating that we will realize the same marked improvement that we have experienced in Language Arts.

We are proud of the performance of our students, who have consistently achieved at high levels. While the state of New Jersey is in the process of changing its testing requirements, we are confident that we will continue to provide students with meaningful learning activities that will result in continued strong performances on all future assessments.

2. Using Assessment Results:

National, state and local assessments are a critical part of the decision making process at NPHS. These results, as well as our own internal assessments, help give us an accurate picture of student achievement and guide us in shaping both curriculum and teaching.

Placement tests are administered to all students entering the high school to ensure that they are in classes that are appropriate for them. Standardized tests in ninth and tenth show students' progress and help them achieve a high level of proficiency on the eleventh grade HSPA, a requirement for graduation. Department heads work within their subject areas to make assessments uniform for midterm and final exams as well as for performance tasks. The results of all these assessments provide us with a clear indication of how well students are learning. They also help to monitor the level of teaching that is required for our students' success since all assessments are aligned with state standards and district curricula.

Recently, the use of student data from these assessments has been used to improve programming for our Advanced Placement courses. Examination of student performance on AP tests from 2002-2005, showed that although enrollments in AP courses were very high, with a vast majority of students scoring 3 or higher (74%), only a small percentage of students enrolled in the classes were taking the exams (38%). Administration, department heads, and AP teachers reviewed students' grades and relevant testing data over a five year period and determined that the existing prerequisites for AP enrollment did not properly prognosticate success on these tests.

By analyzing what students needed to know in order to be successful on the test, we created a backwards map that identified the skills students require when they enter high school. Placement tests were revised to more accurately assess students' knowledge and abilities, and AP teachers have implemented grading procedures mirroring AP grading to give students a better picture of how they might perform on the AP exam. With more students being properly placed in classes, the number of students taking AP tests and the level of their performance have improved tremendously. For example, over the past two years, almost 50% of students enrolled in AP courses have taken for the exams and passing rates (scoring a 3 or higher) have soared to 91% with 44% of the students scoring a perfect 5.

The success of our data analysis in improving and increasing our students' performance on AP exams demonstrates our continual effort to use assessments to monitor learning and teaching.

3. Communicating Assessment Results:

Once results of the New Jersey High School Proficiency exam are received, individual student reports are mailed home to parents. These reports contain a letter of explanation and indicate a student's scaled score on the Mathematics and Language Arts Literacy sections of the exam. Student performance is identified as Partially Proficient, Proficient, or Advanced Proficient. To further ensure that parents and students understand the test data, guidance counselors confer with them on a regular basis and discuss the impact the results have on course placement and graduation.

Overall student performance is presented by the principal to parents at PTSA meetings, the 9th grade orientation program, and Back-to-School night. In an annual report and public presentation to the Board of Education, the Director of Curriculum, Instruction and Supervision summarizes the K-12 standardized testing data for the community. In this report, she discusses AYP, longitudinal trends for each grade, as well as the performance of various sub-groups. The high school annually submits testing data and other relevant information to the New Jersey Department of Education for the creation of the State Report Card (http://education.state.nj.us/rc/rc09/index.html). The district webpage provides a link to the Report Card and to the superintendent's monthly newsletter, *Our Schools*, which not only communicates tests results to the community and also highlights all the achievements of students both in and out of the classroom.

Ongoing and up-to-date communication with parents is a critical element in ensuring the continued success of our high school students. This past year the high school opened an access portal where parents can view their children's grades in real time. This has been successful in allowing parents and students to monitor academic performance and dialogue in a positive manner with teachers.

The use of teacher web-pages give parents insight into what is taking place in their children's classes and provides students with relevant materials and a calendar of events for their class. The web-pages have proven to be valuable resources for students. High school teachers, through the use of online blogs, wikispaces, titanpads, and web 2.0 based applications, maintain frequent and productive interaction with their students.

4. Sharing Lessons Learned:

Using the valuable experience and knowledge of our own staff, the district has transformed itself into a vital learning community as teachers have taken an active role in presenting workshops and collaborating with their colleagues. Four years ago our district took on the challenge of implementing new initiatives centered on Understanding by Design unit planning, differentiated instruction, and the infusion of effective technologies in classrooms. The success of these initiatives relied heavily upon the ability our high school staff to create a professional environment that ensures the successful implementation of our educational objectives. For the past three years, over fifty workshops facilitated by teachers have explored topics such as UbD unit plan design, creating authentic performance tasks, and rubrics, SMART Board and other technology applications, as well as co-teaching strategies. These combined efforts have built a collegial forum which encourages our teachers to share their expertise and skills with other professional educators.

The success of creating our own in-house professional development model led to an invitation last spring to present at the New Jersey Association of School Administrators. Three high school teachers presented to the state's educational leaders on the topic, "Empowering Teachers as Professional Development Leaders," where they described our philosophy on teacher empowerment and teacher led professional development.

Last July our high school department head of mathematics presented at the prestigious Grant Wiggin's Authentic Education Summer Institute to educators from around the world on how to develop UbD unit plans for co-teaching classes. Our high school teachers also worked collaboratively with a neighboring town's supervisory staff to help them understand the UbD format for lesson design.

The many successes of our music department led to an invitation from the American Choral Directors Association for our department head of music to conduct a training workshop for public school music teachers. Our AP biology teacher, presented at the NJ Science Teachers Convention on the topic of using inquiry based labs focusing on students posing scientific questions, designing tools for investigation and using these tools to manipulate organisms. As a result of our international partnership with a school in Fukui, Japan, the New Jersey Department of Education website posted a link to a video showcasing our cross-continent collaborative project of examining climate control.

NPHS is a community of talented, dedicated educators. They are committed to learning and to teaching not only their students but also their peers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students can choose from over 140 courses that challenge them at the appropriate level. Students' needs are met by providing different levels of instruction based on assessment data. Over the past three years, we have started to write curriculum in UbD format, emphasizing standards based instruction that aligns to the New Jersey Core Content Standards (NJCCCS). Through the use of differentiated activities, appropriate technology, and flexible groupings, students are continually provided with inquiry-based learning opportunities to apply their knowledge to authentic tasks while thinking creatively and critically to analyze issues that are relevant to them.

Language Arts - The four year sequence of classes in Language Arts is World Literature, American Literature, British Literature and Humanities. The content of the courses is based on traditional, modern, and contemporary genres that enable students to appreciate historical and multicultural perspectives. Through the interactive study of text (literary and informational), students acquire knowledge, synthesize thought, and articulate ideas. Research activities in all courses promote media literacy.

Math- The philosophy of the mathematics department is to engage students in a variety of mathematical activities and to encourage them to search for new ideas and processes. Recognizing that learning is an individual process, the math department strives to provide for a wide range of ability, interest, motivation, and achievement levels. Multi-leveled courses are offered in Algebra, Geometry, Algebra 2 and Pre-Calculus. Additional courses are offered in Statistics and Discrete Math, Pre-calculus, Calculus, Computer Science and Math Life Skills. Advanced Placement Courses are offered in Statistics, Calculus and Computer Science.

Science – The Science department provides students with an inquiry-based, interactive, 'minds-on' science education promoting scientific literacy. Biology, Chemistry and Physics are multi-leveled courses ranging from replacement science to AP. Students can also choose Environmental or Human Physiology as electives. The Science department is also at the forefront of technology implementation and has successfully implemented the concepts of S.T.E.M via co-curricular clubs and entry into various science competitions in collaboration with the Design and Technology Department.

Social Studies –Social Studies integrates multi-level curriculum to provide planning tools for multiple ability levels based on common standards. All freshman take World History which is followed by US 1 and US 2 in the sophomore and junior years respectively. Students are continually urged to make connections between past and current events while developing their higher order thinking skills. Students can also choose from ten electives which include: Financial Literacy, Economics, AP Economics, Sociology, Criminology, Anthropology, European History, AP European History, Psychology, and AP Psychology.

World Languages – NPHS offers five languages (Spanish, French, Japanese, Italian, and Latin) ranging from introductory courses to the AP level of study. Using the communication approach to language acquisition, classes provide immersion in target languages. Curriculum is based on NJCCCS in addition to the ACTFL standards of language proficiency. Working through a series of thematic units based on real-life scenarios, students develop the ability to communicate both orally and with written words or symbols in the language. To help students gain an appreciation for what they are learning, all languages, except Latin, offer a foreign exchange program.

Visual and Performing Arts – In the performing arts, students can choose from Orchestra, Band, Chorus, Chamber Music, Voice Class, Music Theory, three levels of Drama, Theater Production and Television Design. Instruction models vary according to discipline and student level and include large and small group instruction, as well as homogenous groupings for band and orchestra. Curricula are

based on the NJCCCS and national standards. Students are afforded many opportunities to showcase their talents outside of the classroom while enriching the community through recitals, concerts and stage productions.

Visual and Practical Arts courses include Drawing, Painting, Sculpture, Graphic Design, Technology and Construction, CAD, Photography, Foods, and Fabric Arts. These courses are hands-on, providing students with experiential learning opportunities. Students hone their skills in a studio setting and enter their work in numerous shows and competitions. These students often share their achievements through volunteer community service.

Physical Education – The Physical Education program contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to develop motor skills, physical fitness, a healthy lifestyle and appropriate social interactions. Health education is also provided in all grades and covers topics such as health promotion, illness prevention, Driver's Education, the various systems of the human body, and culminates in senior year by preparing students for the responsibilities of adulthood.

2. Reading/English:

The English language curriculum in grades 9-12 involves students in language experiences that enable them to communicate in all curriculum areas. By providing an integrative approach to reading, writing, speaking, listening, and viewing, the Language Arts program promotes the refinement of literacy skills. The content of the courses is based on traditional, modern, and contemporary genres that enable students to appreciate historical and multicultural perspectives. Through the interactive study of text (literary and informational), students acquire knowledge, synthesize thought, and articulate ideas. Research activities in all courses promote media literacy.

Each grade has four levels of instruction in courses that are literature-based: Fundamental, Survey, College Preparatory, and Honors. These provide instruction that is specific to the abilities of the students. Students at the Fundamentals level receive instruction from Special Education teachers. The curriculum contains a strong literature base which is modified to meet student's needs and provide authentic reading activities. Survey level students are regular education students who need improvement in developmental reading. Class size at this level is small to allow students to acquire strategies that enable them to comprehend a variety of texts. The College Preparatory courses, which contain most of our students, have in-class support for students who are classified. Differentiation at this level allows teachers to meet the wide variety of abilities and interests of these students as they engage in more challenging texts.

In the past two years, students who needed to improve reading results have been successfully integrated into College Preparatory classes through an in-class replacement model. Both in class support and in class replacement classes are assisted by special education teachers who collaborate with regular education teachers to strengthen reading skills.

Students seeking entry into honors and AP courses must meet rigorous prerequisites which include the ability to read at the advanced proficient level. Honors courses provide more complex and sophisticated texts that enrich students' literary experiences and further enhance their language abilities. Advanced placement courses are offered in Language and Composition and in Literature and Composition.

3. Mathematics:

The philosophy of the mathematics department is to engage students in a variety of mathematical activities and to encourage them to search for new ideas and processes. Recognizing that learning is an individual process, the math department strives to provide for a wide range of ability, interest, motivation, and achievement levels. The department presents an environment in which inquiry and experimentation

play a major role in the acquisition of developmental skills. Both practical and theoretical models are formulated and tested. By posing meaningful and relevant problems, students realize the usefulness of mathematics in their lives. Technology is infused in coursework to aid in teaching and learning, as new concepts are often introduced through problem solving and exploration. All courses challenge students to use mathematics in constructive ways.

Curriculums include multi-level course work for algebra, geometry, and algebra 2: Foundations, College Preparatory, and Honors. Foundations level courses are designed for regular education students focusing on the development of computational, procedural, and problem solving proficiencies, as well as developing new content knowledge. Class sizes are small and students strengthen their foundations for further study in mathematics. College preparatory courses have in-class support for students who are classified and provide extensive differentiation to meet the wide variety of abilities of this group of students as they engage in more challenging applications and problem solving. Honors level courses provide more complex, sophisticated applications and advanced topics that enrich students' learning experiences. Additional courses are offered in Statistics and Discrete Math, Pre-calculus (college prep and honors), Calculus, Computer Science and Math Life Skills. Advanced Placement Course in Statistics, Calculus and Computer Science are offered for most advanced students.

To ensure that all students are performing at the appropriate level, department members regularly analyze and discuss relevant student data. Within classes, teachers modify and provide additional support for students based on class assessments as well as standardized testing results. The high school also offers a Math Concepts course for all grade levels which is designed to enhance the skills of students that have scored less than proficient on standardizing testing. This course is tailored to meet student's individual needs based upon a review and breakdown of each student's testing results.

4. Additional Curriculum Area:

The science department is committed to provide an inquiry-based, interactive, 'minds-on' science education promoting scientific literacy for all students. To promote these ideas Professional Development over the last five years has emphasized a variety of factors that allows us to obtain these goals.

All science courses are multileveled ranging from foundation to AP courses in Biology, Chemistry and Physics. Students can also choose to take elective classes in Human Physiology and Environmental Science. All courses have entry requirements/prerequisites and 'in-class' and 'out-of-class' support is provided as needed. To determine suitability for 9th grade Honors Biology an assessment, designed around the NJCCCS is given to all eighth graders. This assessment is also used as a tool for identifying student strengths and weaknesses. A similar process is used to determine placement in higher level science classes.

Science curriculum is all written in UbD format and Biology curriculum have been revised to reflect the new state standards. With the implementation of UbD curriculum and unit plans, all teachers are better prepared to ensure that students are being taught the standards and skills necessary to meet the course objectives.

The Science department is at the forefront of technology implementation with a SMART board, 6 desktop/laptop computers, multimedia projectors and access to handhelds and scientific probes available in every classroom. The concepts of S.T.E.M education have also been incorporated successfully via extra-curricular clubs and entry into various science competitions in collaboration with the Technology and Design Department.

Technology implementation, Web 2.0 tools, and the frequent use of teacher web pages and email to communicate with students and parents are all helping students prepare for the global marketplace. Science assessment is moving towards more performance tasks, process skills and the transfer of knowledge as dictated by new state assessment and the demands of the business community. In addition,

a variety of Junior/Senior electives address 21st Century global environmental issues and scientific advances in stem cells, breast cancer and heart disease.

5. Instructional Methods:

The New Providence School District has embraced differentiation as a means to accomplish the school's mission of keeping students engaged in the learning process by providing them with multiple options for making sense of ideas. Starting four years ago, teachers received training in differentiating instructional strategies. Workshops were differentiated and collaborative, and teachers were required to complete certain tasks, attend benchmark lessons, and be available for mini-lessons. Technology (Smart Boards, overhead projectors, small groups of laptop computers) was introduced that could be incorporated into lessons to assist teachers in best meeting the needs of all learners in their classrooms. Gradually teachers began to transfer their workshop experiences into the classroom by creating technology centers and mini-lessons based upon formative assessments. This approach has provided teachers with the opportunity to spend more one-on-one time with students based upon their individual needs.

Historically, curriculum at NPHS was written individually for each course by level (Honors, College Prep, and Survey). Beginning last year, the curriculum format was modified to create a core curriculum that served multiple ability levels. These new curricula guarantee uniform adherence to the standards while providing differentiated teaching strategies for each level of instruction. Multi-level curricula provide teachers with learning options for students needing assistance as well as for students who reach required proficiency quickly and are capable of additional challenges.

Examples of how teachers have differentiated instruction include: Algebra I students are provided with a formative performance tasks that allow them to choose their own sequence of lessons, the resources they want to use, and attend mini-lessons as needed; for a stem cell introductory lesson in Physiology, students use multiple entry texts of differing complexity which are available on-line or in printed form; World Literature's required research task allows students to select a multi-genre product; in a General Level Social Studies course, a variety of assessment instruments are used to differentiate and accommodate different learning styles; and Industrial Arts students can choose their projects and materials to demonstrate they have mastered the skills necessary to complete the work.

6. Professional Development:

Our district has chosen to base its professional development on the most successful elements of contemporary educational research. The Understanding by Design model is the framework that guides our curriculum and instruction. UbD allows teachers to make sense of both content and process. In order for teachers to experience success with this paradigm shift in teaching and learning, they must experience it themselves. To achieve success in our classrooms, our professional development experiences have allowed teachers to realize the power of relevance, engagement, and authenticity.

We have found the most successful professional development workshops focus on topics relevant to teachers, give them time to collaborate, allot time for individual work, and provide ongoing support. Our program mirrors the optimum learning environment we want to provide for our students through facilitating workshops for faculty and orientation programs for new teachers.

We accomplish this through our "Phase" program which began five years ago. Each year cohorts of teachers are trained in Understanding by Design, differentiated instruction, and current technology. This training is facilitated by their colleagues from within the district. To date 134 teachers have been enrolled in the program. Our Phase initiative continues to be the centerpiece of New Providence professional development. Now well into Phase 5, we are continuing the emphasis on strong, standards-based instruction in a setting that engages students and addresses the variations in learning styles, interests, and abilities. The 24 members of our current phase are in the process of creating instructional units that integrate concepts and skills, interdisciplinary connections, and 21st Century skills within an active learning environment. In addition to the members of our newest Phase, the members of Phases 1, 2, 3, and

4 reconvene during the school year to catch up on the latest technology, discuss changes in curriculum and instruction, and work collaboratively. Our continuing work with Phase gives us crucial teacher feedback as well as the opportunity to assess their progress and adjust our workshop agendas as necessary.

The results of our efforts have ensured the alignment of our curricula with current standards on both the state and national level. We believe that this program has focused instruction and helped improve our students' performance on standards based assessments.

7. School Leadership:

The New Providence School district dramatically changed its administrative structure when it eliminated all departmental supervisory positions and created a non-evaluative Department Head model, titled the Curriculum Council. This moved the high school from a supervisory model to a coaching model, where Department Head's job is to have more frequent, non-evaluative interactions with teachers in their respective departments to discuss ways to enhance their instruction. The direct link into the classroom with a content specialist has led to more meaningful dialogue and interactions, giving teachers greater input into their work and allowing them to be active participants in their instructional improvement plans. This distributive leadership model has also led to more relevant professional development where Department Heads are able to tailor workshops according to departmental initiatives based upon what they are seeing and discussing with the teachers within their departments.

To support the coaching model, the principal works closely with Department Heads to discuss curricular initiatives. Holding monthly meetings, the principal meets with all Department Heads to develop goals for curriculum revision and implementation which ensure a sequential and integrated flow of learning through all grades. Through these meetings, courses are continually reviewed and new courses are introduced accordingly. The principal also works with each Department Head individually to review relevant state testing and internal assessment data to determine areas that need to be addressed. From these discussions the principal is able to work with each Department Head to create department goals for the upcoming year. Data is gathered from summative assessments and reviewed first with the principal and Department Head and then with members of each department at their monthly meetings.

Getting into the classrooms and working with individual teachers is also a major responsibility for the high school administration. The district, through collaboration with teachers and administrators, created a new teacher evaluation model that moved from a checklist towards a reflective instrument that is better aligned with student centered goals, expectations and achievement. This agreed upon framework for educational excellence has created more meaningful conversations where principal and teacher discuss instructional practice and its impact on student learning in more meaningful terms with teachers receiving more relevant feedback to use in their classes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: High School Proficiency Assessment

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	92	97	97	93	91
Advanced Proficient	63	52	69	53	57
Number of students tested	171	153	151	161	182
Percent of total students tested	98	96	98	100	99
Number of students alternatively assessed	3	5	1	0	0
Percent of students alternatively assessed	2	3	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	80				
Advanced Proficient	27				
Number of students tested	15				
4. Special Education Students					
Proficient	43	75	56	63	48
Advanced Proficient	4	15	0	13	0
Number of students tested	23	20	10	24	23
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. Asian					
Proficient	100		100		
Advanced Proficient	91		100		
Number of students tested	15		12		
NOTES:					

11NJ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: High School Proficiency Assessment

Edition/Publication Year: 2010 Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	98	97	97	94
Advanced Proficient	46	41	31	32	50
Number of students tested	171	152	151	161	182
Percent of total students tested	98	95	98	100	99
Number of students alternatively assessed	3	5	1	0	0
Percent of students alternatively assessed	2	3	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	86				
Advanced Proficient	7				
Number of students tested	15				
4. Special Education Students					
Proficient	77	79	78	83	57
Advanced Proficient	17	5	0	4	0
Number of students tested	23	19	10	24	23
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. Asian					
Proficient	100		100		
Advanced Proficient	73		58		
Number of students tested	11		12		
NOTES:					

11NJ6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	92	97	97	93	91
Advanced Proficient	63	52	69	53	57
Number of students tested	171	153	151	161	182
Percent of total students tested	98	96	98	100	99
Number of students alternatively assessed	3	5	1	0	0
Percent of students alternatively assessed	2	3	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	80				
Advanced Proficient	27				
Number of students tested	15				
4. Special Education Students					
Proficient	43	75	56	63	48
Advanced Proficient	4	15	0	13	0
Number of students tested	23	20	10	24	23
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. Asian					
Proficient	100		100		
Advanced Proficient	91		100		
Number of students tested	15		12		
NOTES:					

11NJ6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	98	97	97	94
Advanced Proficient	46	41	31	32	50
Number of students tested	171	152	151	161	182
Percent of total students tested	98	95	98	100	99
Number of students alternatively assessed	3	5	1	0	0
Percent of students alternatively assessed	2	3	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	86				
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Number of students tested	15				
4. Special Education Students					
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Number of students tested	23	19	10	24	23
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. Asian					
Proficient	100		100		
Advanced Proficient	73		58		
Number of students tested	11		12		
NOTES:					

11NJ6